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ABSTRACT

This course in German prescribes broad goals and performance objectives for the development of cultural awareness, student attitudes, and listening, speaking, writing, and reading skills. Students gain an insight into life in postwar Germany through stories about this period of history. Structural items stressed, are relative pronouns and clauses, adjectives not preceded by a determiner, "ein" words used as pronouns, and a comprehensive review of all declensional forms taught in preceding Quinmester courses. It is suggested that this course be taught in German. Sample evaluation materials and a list of references are included. (RI)

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ED 070339

AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

LERNEN WIR DEUTSCH!

Part 13

7536.01
GERMAN

FL003634

DADE COUNTY PUBLIC SCHOOLS
DIVISION OF INSTRUCTION • 1971

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COURSE DESCRIPTION

The stories in this quin give the student a vivid picture of life in post-war Germany. There will be additional readings based upon individual interests of the students. Structural items stressed are relative pronouns and clauses, adjectives not preceded by a determiner, ein-words used as pronouns, along with a comprehensive review of all declensional forms taught in preceding courses. Simple compositions will be based upon free as well as controlled vocabulary. This quin is designed for the advanced student who has mastered the 7535 courses or their equivalents. German will be the language of the classroom.

7536.01

BROAD GOALS AND PERFORMANCE OBJECTIVES

All of the following minimim objectives will be met with 80% proficiency by 90% of the class, unless otherwise specified.

A. Listening Skills

The student will:

1. Understand target language spoken at normal tempo. Given a command or request, the student will carry out the activity requested by the teacher.

2. Understand questions pertaining to his activities in and out of school.

   Given orally a series of questions about his activities, the student will give logical answers in complete German sentences.

3. Comprehend new arrangements of familiar content.

   a. Given a group of statements or questions, each one followed by three suggested rejoinders, the student will select the correct rejoinder by encircling a, b, or c.

   b. After listening to a brief narrative followed by five incomplete statements, the student will encircle on an answer sheet the letter a, b or c, according to which is the most appropriate completion of the three choices given. (See Teacher's Manual, ALM German Level III, Test after Unit 27).

4. Comprehend materials based on new vocabulary combined with familiar vocabulary.

   a. After listening to a brief narrative followed by a series of statements, the student will indicate whether these statements are wahr or falsch.

b. After listening to a brief narrative followed by a series of questions, the student will answer each question briefly in German, not necessarily in a complete sentence.

B. Speaking Skills

The student will, with pronunciation and intonation acceptable to the teacher:

1. Imitate the basic sentences of the unit being studied, as spoken by the teacher and/or on tape.
2. Answer the questions on the reading texts in the unit being studied in complete German sentences.
3. After the basic sentences and the answers to the questions have been mastered, retell the stories of the reading texts together with other students in the class, one after the other, until all of the facts have been recalled.
4. Summarize each text orally in a few sentences.
5. Answer questions about his usual activities, both in and out of school.

   Given a series of questions asking for information about daily activities, the student will answer logically in complete German sentences.
6. Ask questions relating to daily activities.

   The student will ask his classmates and his teacher questions about their daily activities, using the familiar du with his peers and the non-familiar Sie with the teacher.
7. Initiate conversations having to do with daily activities with his peers as well as with the teacher.
8. Make necessary changes in form and order.

a. Given orally sentences containing nouns with the articles omitted, the student will repeat the sentences including the articles of the correct gender.

b. Given orally sentences with blanks for the missing nouns, the student will repeat the sentences supplying a given noun in the plural.

c. Given orally sentences with the verbs in the present tense, the student will repeat the sentences in the present perfect tense.

d. Given a sentence with the idiom sich erinnern an in the first person singular, the student will use the idiom in all persons and in all tenses.

e. Given a sentence with the idiom es eilig haben in the first person singular, the student will use the idiom in all persons and in all tenses.

f. Given pairs of sentences the student will combine them into one sentence by using a relative pronoun of the correct gender, number and case.

g. Given a written dialog, the student will retell the dialog in a narrative, told in the third person and in the past tense.

h. Given sentences containing nouns preceded by determiners, the student will repeat the sentences using given descriptive adjectives in place of the determiners.

i. Given sentences containing der- or ein-words plus nouns, the student will substitute possessive pronouns for the nouns and their determiners.

j. Given a written narrative, the student will, together with another student, repeat the material in dialog form

9. Prepare oral talks to last form three to five minutes. Given the assignment in advance, the student will talk from three to five minutes on the following topics: autobiography activities during the current school year, a trip. Other students and teacher will ask questions for any points that need clarification.

C. Reading Skills

The student will:

1. With pronunciation and intonation acceptable to the teacher, evidence skill in oral reading of the texts in the units and of any other reading materials used by reading from a half to a full page at normal tempo.

2. Demonstrate proficiency in reading comprehension of the texts in the units and other materials assigned for reading.

   a. Given a series of questions based on the texts and other materials, the student will answer in complete German sentences.

   b. Given a list of true-false statements pertaining to the texts, the student will indicate these as being wahr or falsch.

   c. Given a list of incomplete statements based on the texts read, each one followed by three suggested completions, the student will select the correct completion by encircling a, b or c.

3. Will read additional materials in German, according to his level of maturity and achievement and his own personal interests.

D. Writing Skills

The student will:

1. Write from dictation in German that which he has previously spoken and read, making use of correct spelling and punctuation.
2. Write from memory the basic sentences of the units being studied, after they have been drilled chorally and memorized, seven or eight sentences at a time.
3. Write from memory the answers to the questions on the texts in the units being studied.

   Given any of the questions, the student will write the answers in complete German sentences.
4. Write brief summaries of the texts, using the answers to the questions previously learned as a guide.
5. Convert a dialog into a third person narrative.

   Given a written dialog between several characters, the student will rewrite the dialog as a narrative in the third person in the past tense.
6. Convert a narrative into a dialog.

   Given a written narrative concerning several characters, the student will write a dialog covering the main points of the story.
7. Make necessary changes in form and order.
   a. Given pairs of sentences the student will rewrite these as one sentence combined with a relative pronoun of the correct gender, number and case and with correct word order.
   b. Given sentences containing nouns preceded by determiners, the student will rewrite the sentences using given descriptive adjectives in place of the determiners.

c. Given sentences containing **der** - or **ein**-words plus nouns, the student will rewrite these sentences substituting possessive pronouns for the nouns and their determiners.

8. Write continuous narratives on the following topics: autobiography, activities during the current school year, a trip.

E. Cultural Awareness

The student will:

1. Display an acquaintance with the geography of Germany.
   The student will identify on a map of Germany the states, the main cities, mountains, rivers and lakes, and bordering countries.

2. Display an acquaintance with economic conditions in Germany.
   The student will list at least six of the main products of the German economy and tell where they are produced.

3. Display an acquaintance with the cultural importance of various cities in Germany.
   The student will list at least ten of the main cities in Germany and the chief historical, political or cultural facts to be remembered in connection with each one.

F. Attitude

The student will demonstrate an interest in the German language and culture.

1. He will actively participate in all classroom activities
2. He will, if possible, participate in the German Club and all of its activities.
3. He will, if possible, correspond with a German pen-pal.
4. He will do additional readings both in English and in German.
5. He will initiate and produce a project on his own.
6. He will plan to continue his study of German.

COURSE CONTENT

Unit 27, ALM German Level III - Harcourt, Brace and World Inc.

A. Basic Sentences

B. Word study

C. Reading Texts and Questions

D. Exercises

1. Indication of gender by suffixes
2. Indication of gender by use of definite articles
3. Noun Plurals
4. Verb changes from the present to the present perfect
5. Present tense of mögen

E. Idiom Drills

1. Verbs sich erinnern and sich erinnern an
2. Verbs riechen nach, schmecken nach, aussehen nach
3. Idiom es eilig haben
4. Idiom eine Art

F. Relative Clauses

1. Relative pronouns der, die, das used in relative clauses
2. Relative pronouns dessen and deren used in relative clauses
3. Was and the wo-compounds used in relative clauses

G. Conversation to be converted into a dialog

H. Writing of paragraph based on answered questions

I. Suggested additional structure:

a. Review of all basic declensional forms: der- and ein-words, nouns (singular and plural), pronouns, adjectives and basic case usage. (See any of the Review Grammars, two of which are state adopted. Good drills in the two "German Review Exercises" by George Phyllides).

b. Do additional drill work with relative pronouns, preferably before doing the drills in the ALM book. Good drills in the two "German Review Exercises" by George Phyllides.

J. Suggested additional readings, either by class as a whole, by small groups working together or by individual students. See list of available materials on the Course Reference list at the end of Unit 28. Additional listings on preceding level.

Unit 28, ALM German Level III - Harcourt, Brace and World Inc.

A. Basic Sentences

B. Work Study

C. Reading Texts and Questions

D. Exercises

1. Indication of gender by use of definite articles

2. Noun Plurals

3. Verb changes from the present to the present perfect

E. Idiom Drills

1. Idioms with the preposition bei as the equivalent of "in case of"

2. Idiomatic use of the verb vertragen

3. The use of the idiom satt sein

4. The use of the idiom zu Hilfe kommen

5. The use of the idiom leid tun

6. Uses of the word ausgerechnet

F. Adjectives not preceded by a determiner, singular and plural

G. Ein-words used as possessive pronouns

H. Narrative to be used for the formation of a dialog

I. Dialog to be converted into a narrative

J. Suggested additional structure: same as after Unit 27

K. Suggested additional readings: same as after Unit 27

PROCEDURE

This course is based on a continuation of the Audio-Lingual method and procedures used previously, however, a continually greater amount of time spent on reading and writing.

Listening

German is the language of the classroom and students should be completely accustomed to the use of the language in connection with all classroom activities. The one exception would be for brief grammatical explanations, just as the generalizations in the text are handled in English.

Speaking

A continual effort must be made by the teacher to get the students to communicate, both with each other and with the teacher. It is often a good idea to begin the class with five minutes of conversation, about anything and everything, just as friends would speak when they first meet. The class work will naturally lead to more conversation.

Reading

On this level the students should begin to do more and more reading in the class as a whole, in smaller groups and individually. Particularly for the smaller groups and for individual reading, the materials should not be too difficult. It is often good to go back to previous levels for reading materials. The students should be developing a "reading fluency", which cannot be done if the materials have to be, so to speak, deciphered.

Writing

Just as students must learn to communicate more freely orally, they should be doing the same in writing. They should still write brief summaries of the texts which they have studied, but also more and more about themselves and their own interests.

SAMPLE EVALUATIONS

Unit 27

Listening

Performance objective A4b

You will hear a brief narrative read by the teacher (or on tape). Listen carefully to the narrative and to the true-false statements which follow. Mark these in your answer sheet as being wahr or falsch.

Vielleicht in keinem Land hat ein Student so viel Freiheit wie in Deutschland. Er kann in den meisten Fächern seinen Studienplan selbst aufstellen. Niemand zwingt ihn dazu, Vorlesungen zu besuchen. Es liegt ganz an ihm, wann er Examen machen will. -Der eine braucht vielleicht acht Jahre für ein bestimmtes Studium, während es ein anderer in fünf Jahren schafft. Will er die Universität wechseln, so kann er das ohne irgendwelche Schwierigkeiten am Ende eines Semesters tun. Ein mehrfacher Wechsel ist durchaus normal, da viele wenn möglich die besten Professoren verschiedener Hochschulen hören wollen. Jedem Studenten stehen die Vorlesungen aller Fakultäten offen. Wer zum Beispiel Philosophie studiert, aber einige interessante medizinische oder juristische Vorlesungen hören möchte, kann das jederzeit tun. Einen Campus wie in Amerika oder England gibt es nicht. Es ist ganz dem Studenten überlassen, wo und wie er wohnen will. Weder die Universität noch die Professoren kontrollieren den Studenten in seinem Privatleben.

1. Alle Studenten haben einen bestimmten Studienplan.
2. Jeder Student darf sein Examen machen, wenn er soweit ist.
3. Alle Studenten bleiben fünf Jahre auf der Universität.
4. Studenten wechseln die Universität oft.
5. Studenten dürfen alle Vorlesungen besuchen.
6. Jede deutsche Universität hat einen schönen Campus.
7. Studenten dürfen wohnen, wo sie wollen.
8. Das Privatleben der Studenten wird kontrolliert.

Speaking

Performance objective B5a

The student will answer the following questions orally:

1. Wie sind Sie heute morgen in die Schule gekommen?
2. Was hatten sie als Hausarbeit für Ihre verschiedenen Klassen für heute auf?
3. Was haben Sie gestern abend gemacht?
4. Welchen Film haben Sie zuletzt gesehen?
5. Hat er Ihnen gefallen?
6. Wohin sind Sie letzten Sommer gefahren?
7. Was haben Sie dort gemacht?
8. Was werden Sie heute abend machen?
9. Welchen Sport haben Sie gern?
10. Wer ist Ihr bester Freund (Ihre beste Freundin)?

Reading

Performance objective C2a

Read the following text carefully, then answer the questions that follow in German:

Ein König war einmal in grosser Verzweiflung, denn er hatte nie Geld in der Staatskasse, und er konnte nicht verstehen, wo das ganze Geld blieb, das die Steuern einbrachten. So rief er seine Generale und Minister zusammen und fragte sie: "Wo bleibt denn nur das ganze Geld?" Aber keiner konnte ihm Antwort darauf geben. Die Generale schüttelten den Kopf, und die Minister machten ein dummes Gesicht.

"Ist denn kein Mensch hier, der es mir sagen kann?" fragte der König. "Dann muss ich wohl meinen Narren kommen lassen und ihn fragen."

Als der Narr eingetreten war, fragte ihn der König: "Narr, wo bleibt nur das ganze Geld?" "Gib mir einen Klumpen Butter," sagte der Narr, "dann will ich dir das sofort beweisen."

Nun holte ein Diener die Butter, und es war ein grosser Klumpen.

Der Narr gab ihn dem ersten General in die Hand, der musste ihn an den zweiten weitergeben, der zweite dem dritten, und so ging der Klumpen Butter von Minister zu Minister rings um den Tisch herum. Als schliesslich der Klumpen wieder beim König ankam, da war er nur noch ein kleines, erbärmliches Häufchen. Das meiste war unterwegs hängen geblieben.

Da sagte der Narr: "Weisst du nun, wo das Geld geblieben ist?" - Dort, wo auch die Butter geblieben ist."

1. Warum war ein König in grosser Verzweiflung?
2. Was brachte ihm Geld ein?
3. Wer wusste auch nicht, wo das Geld blieb?
4. Warum liess der König den Narren kommen?
5. Was wollte der Narr haben, um es zu beweisen?
6. Wer brachte die Butter?
7. Wer nahm sie zuerst?
8. Durch wessen Hände ging der Klumpen?
9. Wohin kam der Klumpen zuletzt?
10. Wie sah er nun aus?
11. Wo war die übrige Butter geblieben?
12. Was hatte der Narr damit bewiesen?

Writing

Performance objective D7a

Combine each pair of sentences, making the second sentence a dependent clause introduced by a relative pronoun or a relative wo-compound:

1. Ich will jetzt an meine Freundin schreiben. Sie wohnt jetzt in New York.
2. Die Leute waren sehr nett. Wir erzählten ihnen die Geschichte.
3. Er konnte nicht mit uns kommen. Das tat mir leid.
4. Herr Schmidt ist der Lehrer. Wir kennen seinen Sohn.
5. Da drüben ist ein junger Mann. Wir haben ihn gestern gesehen.
6. Hier ist der rote Bleistift. Ich korrigiere damit.
7. Sie hat etwas. Ich möchte es auch haben.
8. Das ist eine schöne Frau. Ihre Kinder sind auch schön.
9. Sie wünscht sich alles. Sie hat davon gehört.
10. Das ist der Freund. Ich bin mit ihm in die Stadt gefahren.

Unit 28

Listening

Performance objective A4b

Listen carefully to the following narrative (read by the teacher or on tape), then write the answers to the questions that follow briefly in German (need not be complete sentences):

Der Wiener pflegt mit Charme bei einer schweren Krise zu sagen: Die Situation ist hoffnungslos, aber nicht ernst. Dagegen ist für den Berliner die Situation vielleicht ernst, aber niemals hoffnungslos. Der Berliner resigniert nie. Welche Stadt hat in so kurzer Zeit so viele politische Krisen so gut überstanden? 1945 bestand die Hauptstadt des Reiches nur noch aus Rauch und Trümmern. 1948 kam die Berlin-Blockade der Russen, 1953 der Zusammenbruch des Aufstandes in Ostberlin, 1958 das Berlin-Ultimatum Chruschtschows und 1961 der Bau der Mauer zwischen Ost- und Westberlin. Und trotzdem haben die Berliner ihre Stadt mit Berliner Tempo wieder aufgebaut. Aber noch wichtiger: sie haben niemals ihren Humor verloren. Auf dem Höhepunkt der Berlin-Blockade erzählten sie sich diese Geschichte: Ein

Ostberliner Dachshund trifft in Westberlin einen Dachshund. Der Westberliner Dackel fragt: "Wie geht es dir im Osten? Hast du genug zu fressen?" Der Ostberliner Dackel: "Ja, mit dem Essen bin ich ganz zufrieden." Der Westberliner Dackel: "Aber warum bist du nach Westberlin gekommen?" Der Ostberliner Dackel: "Ich wollte auch einmal bellen."

1. Was sagt der Wiener bei einer schweren Krise?
2. Wie ist die Situation vielleicht für den Berliner?
3. Was macht der Berliner nie?
4. Woraus bestand Berlin in 1945?
5. Wann wurde die Mauer zwischen Ost- und Westberlin gebaut?
6. Was haben die Berliner immer trotz politischer Krisen gemacht?
7. Wer kam einmal nach Westberlin?
8. Was fragte ihn der Westberliner Dackel?
9. Was war die Antwort des Ostberliner Dackels?
10. Warum ist er nach Westberlin gekommen?

Speaking

Performance objective B6a

The teacher will give the following spoken directions to the students in order that they may ask questions of their fellow students, who will, in turn, answer these questions.

1. Anna, fragen Sie Karl, wo er gestern abend gewesen ist!
2. Maria, fragen Sie Peter, was er gestern abend gemacht hat!
3. Luise, fragen Sie Carlotta, welche Fächer sie dieses Jahr lernt!
4. Karl, fragen Sie Luise, was sie heute abend macht!
5. Peter, fragen Sie Anna, wann sie heute morgen in die Schule gekommen ist!
6. Carlotta, fragen Sie Maria, wie ihre Freundin heisst.

Reading

Performance objective C2b

Read the following text carefully, then indicate whether the statements that follow are wahr or falsch:

Drei Jungen kommen in eine Apotheke...Der erste verlangt: "Für fünf Pfennig Salmiakpastillen." Der Apotheker holt umständlich eine lange Leiter, klettert zum obersten Regal hinauf, langt die Büchse mit Salmiakpastillen herunter, wiegt ab, nimmt das Geld in Empfang, klettert wieder hinauf, stellt die Büchse auf ihren Platz, steigt herunter, stellt die Leiter fort und wendet sich wieder zu den drei Jungen, die immer noch im Laden stehen.

Er fragt den zweiten nach seinem Wunsch. "Auch für fünf Pfennig Salmiakpastillen." "Du dummer Junge, konntest du das nicht gleich sagen?" "Sie haben mich ja nicht gefragt!" antwortet der Junge. Knurrend wiederholt der Apotheker die Übungen mit Leiter und Buchse. Vorsichtshalber aber fragt er beim Abwiegen den dritten Jungen: "Willst du auch etwa für fünf Pfennig Salmiakpastillen haben?" "Nein" ist die Antwort. Der Mann stellt also alles wieder weg und fragt dann den dritten Jungen: "Nun, was willst du denn haben?" "Ich bekomme für zehn Pfennig Salmiakpastillen."

1. Drei Jungen kommen in eine Apotheke.

2. Der erste verlangt zehn Pfennig Salmiakpastillen.

3. Die Büchse mit Salmiakpastillen steht unten auf dem Tisch.

4. Der Apotheker muss eine Leiter hinauf klettern.

5. Der zweite Junge wünscht auch für fünf Pfennig Salmiakpastillen.

6. Der Apotheker hatte nicht gleich gefragt, was der zweite Junge haben wollte.

7. Der Apotheker musste wieder dasselbe machen wie beim ersten Jungen.

8. Der Apotheker fragte den dritten Jungen, ob er auch dasselbe haben wollte.

9. Der dritte Junge wollte für zehn Pfennig Salmiakpastillen.

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Writing

Performance objective D7b

Rewrite the following sentences substituting the given adjective with its correct ending for the underlined determiner:

1. Dieser Wein ist bosonders gut. (deutsch)
2. Ich esse das Brot sehr gerne. (frisch)
3. Er hat diesen Kaffee getrunken. (heiss)
4. Die Milch ist gesund. (süss)
5. Er schreibt mit dieser Tinte. (blau)
6. Diese Rosen sind sehr schön. (gelb)
7. Er spricht mit allen Freunden. (gut)
8. Ich spielte mit meinen Kindern. (klein)

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